

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Great Expectations! Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process. Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. <i>Activity Logs</i> and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level. In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD: 50 minutes each				
ESSENTIAL QUESTIONS: 1. How do people prepare for the unknown?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.		SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 4
		AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.		L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		Level 3

				6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06 AD.5.A.07		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3
ASSESSMENT DESCRIPTIONS*: Students will address transition by completing the <i>Homework Activity Log</i> and writing three goals for transitioning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	<u>Direct:</u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast (Ls. 1) _____ Didactic Questions ___X___ Demonstrations (Ls. 1) _____ Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals ___X___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming (Ls. 2) ___X___ Peer Partner Learning (Ls. 2) ___X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					